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ABSTRACT

A course designed to groom editors for the newspaper is presented. Editing copy, copyreading and proofreading, principles of headlining, responsibility of the press, libel and slander laws, and problems of censorship are covered. Course objectives include the following: (1) The student will recognize and correct all newspaper items that do not conform to the style of the school's newspaper; (2) The student will copyread a newspaper story eliminating all errors in mechanics, evidence of editorializing, and inaccurate statements; (3) The student will correct all printer's errors; and (4) The student will identify and eliminate all errors in headlines, outlines and, ads. (Author/CK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Language Arts: NEWSPAPER EDITING 5114.125
5115.140
5116.143
5164.07

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English, Journalism

Written by Johanna Bullock
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

LE 002 885

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Course Number

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COURSE TITLE: Newspaper Editing

COURSE DESCRIPTION: A course designed to groom editors for the newspaper. Editing copy, copyreading and proofreading, principles of headlining, responsibility of the press, libel and slander laws, and problems of censorship will be covered. Other areas to be explored are assigning staff, setting deadlines, dealing with the printer, developing beats, and effective methods of handling a staff. Essential to those interested in editing the newspaper.

I. Performance Objectives

A. Given a typed newspaper story, the student will recognize and correct all items that do not conform to the style of the school's newspaper.

B. Given a typed newspaper story, the student will copyread the story eliminating all errors in mechanics, evidence of editorializing, and inaccurate statements using the appropriate copyreading symbols.

C. Given a galley proof, the student will correct all errors made by the printer in transcribing copy illustrating the proper proofreading symbols.

D. Given a page proof, the student will identify and eliminate all errors in headlines, cutlines, and ads.

E. Given a statement, the student will differentiate between libel and slander and explain the conditions under which the statements could be considered libelous.

F. Given a hypothetical staff, the student will assign staff positions, set deadlines, and establish beats.

G. Given a page proof, the student will eliminate all errors resulting from poor copyreading or proofreading, all errors in headlines, and any libelous statements.

II. Course Content

Rationale

Because a reader, when he recognizes an error in spelling or mechanics, begins to question the authenticity or the facts in the news story, it is important that any student who intends to be involved

in newspaper editing understands the importance of accuracy in every aspect of the story. Furthermore, any prospective editor must have a grasp of the responsibility of the press, for as editor he will be held accountable for the newspaper. Consequently, it is necessary that he understand fully the functions of a newspaper, basic methods of editorial emphasis and the conditions of libel.

A. Learning style

1. Purpose of a style sheet
2. Review of school's individual style sheet

B. Copyreading

1. Characteristics of a good copyreader
2. Duties of a copyreader
3. Copyreader's marks

C. Proofreading

1. Duties of a proofreader
2. Proofreader's marks
3. Procedures for reading galley and page proofs

D. Headlining a story

1. Purpose of headlines
2. Types of headlines
3. Standards for headlines
4. Headline schedule

E. Understanding the responsibility of the press

1. Functions of a newspaper
2. Canons of journalism
    a. Libel and slander
    b. Censorship and freedom of the press
3. Power of the press
    a. Methods of editorial emphasis
    b. Propaganda devices

F. Managing the staff

1. Staff positions
    a. Duties of each position
    b. Qualifications

2. Deadlines
3. Beats

III. Learning Activities

A. Style

1. Students will discuss why writers must conform to a style sheet noting particularly the importance of consistency.

2. Students will determine through class discussion whether it is the responsibility of the editor, the reporter, or the copyreader to know the newspaper's style sheet.

3. Students will, as a group project, make suggestions for updating the school newspaper's style sheet or devise a style sheet if the school has none. Students can divide into groups with each group researching a different section of the style sheet, i.e. punctuation, capitalization, abbreviations, identification, or numbers. After completing the individual sections, students can review all other sections for consistency in style before the style sheet is printed.

4. Students will isolate errors in style in sentences given by teacher and make the necessary corrections. Sentences should include errors in punctuation, capitalization, abbreviations, and spelling.

5. Students will detect errors in style in the past editions of the school newspaper and discuss corrections with the class.

6. Students will rewrite in the newspaper's style a composition such as an essay or short story given by the teacher and compare writings.

7. Students will write a story from facts given by the teacher following the newspaper's style.

B. Copyreading

1. Students will hear a lecture by the teacher on the characteristics of a good copyreader. Emphasized in the lecture should be necessity for general knowledge of the newspaper, its policies and style, and attention to details such as checking dates, times, names, figures, and facts that look doubtful.

2. Students will deduce from discussion after reading one well copyread and one poorly copyread story the duties of a copyreader.

3. Students will determine through discussion which duty of the copyreader is of most importance to the newspaper.

4. Students will devise a list of pertinent school facts such as the correct spelling of names and titles of administrations, names of clubs, departments, traditional events, etc. that copyreader should know.

5. Students will write several sentences about current events in school such as class elections or club activities making a deliberate error in one sentence and exchange papers for another student to identify the error.

6. Students will hear an explanation of copyreader's symbols, what each means and how each is used correctly.

7. Students will copyread a story eliminating all errors in mechanics and making certain that the story conforms to the style sheet.

8. Students will copyread a story containing many misspelled words.

9. Students will copyread a story which is too wordy and must be cut down by deleting all unnecessary words and details.

10. Students will copyread a story which needs to be reorganized.

11. Students will copyread a story which contains examples of editorializing and poor taste.

12. Students will discuss errors in sentences given by teacher and will correct each error using the appropriate copyreading symbol. Sentences given by the teacher should contain misspelled words, errors in mechanics, unnecessary words and examples of editorializing.

13. Students will copyread a story written by another student using all the steps outlined.

14. Students will find story in school or daily papers that could have been improved by better copyreading and discuss changes with class.

15. Students will discuss ways in which the copyreader serves readers.

C. Proofreading

1. Students will hear lecture on the duties of a proofreader. Points to be mentioned should include correcting errors that were made by the printer in transcribing the copy and correcting essential errors that escaped the copy desk.

2. Students will discuss why a writer should never proofread his own story.

3. Students will listen to an explanation by the teacher of proofreader's marks and how each is used correctly.

4. Students will match proofreading symbol with specific types of corrections.

5. Students will discuss and correct errors in galley proofs given by teacher using the appropriate proofreading symbols. Errors should include broken type, wrong font, transposed letters and words, no punctuation, etc.

6. Students will hear explanation by the teacher of procedures to be used in proofreading. Included should be procedures for reading as a team and alone.

7. Students will read aloud from original copy noting words, punctuation, capitalization, and paragraphing while other students mark corrections in the margin of the galley proof.

8. Students will pair off to read and correct galley proofs.

9. Students will hear explanation by teacher of procedures to be used in proofreading page. Special emphasis should be given items checked such as headlines, datelines, and continued stories.

10. Students will identify items to be corrected on a page proof given by the teacher and make the necessary corrections using proofreader's marks.

11. Students will find and discuss with class pages in school, daily or exchange papers that could have been improved by more careful proofreading.

12. Students will proof page using the procedures outlined by teacher and correct proofreader's marks.

D. Headlining

1. Students will study front pages of daily or school newspapers and deduce the purpose of headlines. Purposes mentioned should be summarizing the news, aiding in selecting which story to read, determining the importance of a story, and giving the attitude of the paper.

2. Students will discuss purposes and determine which is the most important.

3. Students will write an editorial explaining the purposes of headlines.

4. Students will hear an explanation by teacher and see examples of the different types of headlines. Some types to be presented are banner or streamer, flush left, dropline, inverted pyramid, and miscellaneous left, dropline, inverted pyramid, and miscellaneous heads such as kicker, jump head, and boxed headlines.

5. Students will identify types of heads used on front page of school and daily newspapers.

6. Students will clip from daily newspaper examples of each type of headline.

7. Students will read carefully headlines on front page of school and daily newspaper and generalize about rules for headline writing. Observations should point out that all headlines have verbs, all verbs are in the future or present tense, all numbers are in Arabic form, all words are capitalized except articles, prepositions, and conjunctions, articles are omitted except when absolutely necessary, single quotes are used, a semicolon is used instead of and, and that there are no periods.

8. Students will read leads given by teacher and summarize main idea in criteria given by teacher.

9. Students will divide headlines given by teacher into two or three lines paying particular attention not to divide an adjective from the word it modifies, a preposition from its object, words, verb phrases, and proper names.

10. Students will write headlines using present tense verbs from leads telling of past events given by teacher.

11. Students write headlines using infinitives to show future action from leads given by teacher.

12. Students will discuss and correct poor headlines given by teacher. Included should be headlines containing no verbs, editorializing, verbs in the past tense, unknown abbreviations, and divided words.

13. Students will find and rewrite faulty headlines in school and daily newspapers.

14. Students will find in school and daily newspapers and discuss critically with class headlines which do not summarize the news story or are slanted or unclear.

15. Students will write and compare headlines written from leads read by teacher from school or daily newspapers.

16. Students will listen to lecture by teacher on fitting headlines. Points mentioned should include units for letters, numbers and punctuation, how to count units and how to use a headline schedule.

17. Students will practice counting headlines given by teacher.

18. Students will write headlines from leads given by teacher using the correct count according to the school newspaper's headline schedule.

E. Understanding responsibility of the press

1. Students will report on periodicals and books dealing with history of newspapers in America. Reader's Guide and card catalogue should aid students in finding materials.

2. Students will study the format of school and daily newspapers noting the news stories, editorials, features, columns, comics, and advertising to deduce the functions of a newspaper.

3. Students will write a paragraph summarizing the functions of a newspaper. Paragraph should mention publishing the news, commenting on the news, entertaining and helping readers, and advertising.

4. Students will read and discuss the canons of journalism.

5. Students will summarize each of the canons of journalism into a one sentence principle.

6. Students will hear a lecture by the teacher on libel. Included in the lecture should be:

   a) definition
      1) libel
      2) slander
   b) types of libel
      1) libel per se
      2) libel per quod
   c) conditions for libel
      1) true defamation
      2) clear identification
      3) published
   d) defenses
      1) total
         a) truth
         b) privilege
         c) right of fair comment
      2) partial
         a) "honest mistake"
         b) retraction
         c) apology
   e) penalties

7. Students will discuss and determine libelous statements from several statements given by teacher.

8. Students will determine factors that shape a newspaper's policy. Factors such as politics, religion, race, etc. should be mentioned.

9. Students will find a news story reported by three press associations noting the scope of coverage, point of view, vocabulary and reader appeal and explain how each aspect is affected by policy.

10. Students will read and discuss the school newspaper's editorial policy.

11. Students will devise a suitable editorial policy if the newspaper has none.

12. Students will research and write a paper on the development of freedom of the press in America. Included should be the steps leading to the First Amendment and interpretations made since.

13. Students will select and report to the class about a person who has contributed to America's freedom of the press such as Zenger, Pulitzer, Pyle.

14. Students will research and compare freedom of the press in America with the government controlled press of other nations.

15. Students will explain how freedom of the press affects them.

16. Students will discuss why an irresponsible press cannot remain free.

17. Students will hear an explanation of methods of editorial emphasis. Included should be overwriting, underwriting, editorializing, omitting a story, creating a story, using misleading words, and failing to reveal a source.

18. Students will give examples of overwritten, underwritten, or slanted stories in school or daily newspapers.

19. Students will discuss the propaganda devices including name calling, glittering generalities, transfer, testimonial, plain folks, card stacking, and band wagon.

20. Students will find examples of propaganda in school or daily newspaper advertisements and explain device used.

21. Students will make posters illustrating propaganda devices.

22. Students will find editorial cartoons containing propaganda and explain device used to the class.

23. Students will rewrite a news story inserting propaganda and exchange for another student to identify and explain the device used.

F. Managing the staff

1. Students will discuss staff positions such as editor in chief, news editor, editorials editor, feature editor, sports editor, copy editor, photo editor and determine the duties of each.

2. Students will compile a list of qualifications necessary for each staff position.

3. Students will discuss items to be included on an application for staff use and devise application.

4. Students will hear explanation of production schedule including dates for deadline and trips to printer.

5. Students will set up production schedule based on distribution date given by teacher.

6. Students will as an individual project, make a handbook for a hypothetical newspaper. Included in the handbook should be an explanation of positions and duties of staff, qualifications and an application form. Also included should be a statement of the editorial policy, a style sheet, and a production schedule.

IV. Student Resources

A. State-adopted Textbooks

1. Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers: 1968.
2. Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc.: 1966.

B. Reference Materials

1. Daily newspapers
2. School newspapers
3. Periodicals
   a. The School Press Review
   b. Quill and Scroll Magazine

V. Teacher Resources

A. Textbooks

1. Hartman, William. Journalism. River Forest, Laidlaw Brothers: 1968.
2. Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc.: 1966.
3. Hach, Clarence and English, Earl. Scholastic Journalism. Ames, Iowa: Iowa State University Press: 1968.
4. Spears, Harold. High School Journalism. New York: Macmillan Company: 1956.
5. Adams, Julian and Stratton, Kenneth. Press Time. Englewood Cliffs, New Jersey: Prentiss-Hall, Inc.: 1963.
6. Hohenberg, John. The Professional Journalist. Atlanta: Holt, Rinehart and Winston, Inc.: 1969.
7. Agnew, Kenneth J. Today's Journalism for Today's Schools. Syracuse: L. W. Singer Company: 1960.
8. The Courier-Journal. 740 Ways to Use a Newspaper in the Senior High Classroom. Louisville: The Courier-Journal and Louisville Times Company, 1966.

B. Films

1. Mightier Than the Sword: Zenger and Freedom of the Press. TFC, 20 min., B&W. 1-05375, DCAV Catalog number.

2. Newspaper Serves Its Community. FAC, 13 minutes, Color. 1-10023 DCAV Catalog number.

3. That the People Shall Know (The Challenge of Journalism. Miami Herald, 29 minutes, B&W. 1-30012 DCAV Catalog number.